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PHYSICAL TRAINING.

It must be admitted that physical training has been too much overlooked in our systems of public instruction. Indeed, until quite recently, the subject has scarcely been thought of. Teachers, pupils and parents have too often regarded it as the sole object of school life to study and learn from books. As a natural result, our schools and colleges have graduated many book scholars who, too often, have been so weak physically, as to be wholly disqualified for the duties of active life. The highest intellectual training can prove of but little worth unless accompanied by thorough physical training. To secure a "sound mind in a sound body" should be the grand aim of educators, and any school which seeks to cultivate the mere intellect, leaving the moral and physical natures uncared for and undisciplined, will prove of but little worth to the community.

But we rejoice that the public mind has at length been awakened to a consideration of the subject of physical education and that in many of our schools provision is made for

such gymnastic exercises as will tend to the right development of the body. At educational conventions much attention has been given to the subject, and its claims have been ably presented by those who had well considered its importance.

But as in all other attempts at reforms, the leaders are prone to push the subject beyond its proper position and to give it an undue prominence,—or to insist that some special and stated exercises are indispensable. Now we believe that all persons require a certain amount of physical exercise in order to a healthy existence. But we do not believe that there is any one system or course of exercises precisely adapted to all our schools, inasmuch as these schools differ in many particulars. In many of our country districts, the long walks of the pupils and the errands they may be called to attend to at home, will do much toward keeping the body in a healthful condition, and such pupils will need but little attention to physical training in school more than what may be essential for a temporary relief gained by change of position.

It is different, however, with many pupils. They are so situated that they get but little exercise out of school,—and that quite irregularly. For such more extensive provision should be made, and we believe that in all our schools some ten or fifteen minutes each half day may be devoted to some physical exercises which will prove highly useful, without detracting in the least from the more legitimate work of the school room. Such exercises, by affording relief and change of position, will make the discipline of the school easier.

In relation to all physical exercises, a few points should be borne in mind :

1st. They should not be too severe nor too long continued.

2d. They should be taken with as much regularity as may be. It is too often the case that the benefit of physical exercise is lost from the irregular manner in which it is taken. There should be a stated time, and no trifling matter should be allowed to interfere with it. The system needs it daily just as much as it needs food,—and one might as well eat

the proper allowance for two days in one as to take exercise in one day to suffice for two or three.

3d. In order that physical exercises may prove in the highest degree profitable, it should be pleasant in itself or made so by association.

Sawing wood may be excellent exercise in itself, and yet if it is undertaken as a drudgery, and dreaded as such, it will do but little good. So with walking, rowing, &c. A walk with a friend or with some pleasant object in view, would prove exhilarating, while the same walk, under other circumstances, would be of no benefit. So with some of the gymnastic exercises now practiced in many schools. A prominent part of their benefit comes from the fact that they are participated in by others and that a pleasant rivalry is thereby created.

But we will not enlarge. We would advise all teachers to have some calisthenic exercises in their schools. They will not only invigorate the body but quicken the mind. As helps to teachers we would name "*Lewis' new Gymnastics*," and a work on *Physical Education*, by Miss Beecher.*

Herbert Spencer thus truthfully speaks of the duty of physical education :

Perhaps nothing will so much hasten the time when body and mind will both be adequately cared for, as a diffusion of the belief that the preservation of health is a duty. Few seem conscious that there is such a thing as physical morality. Men's habitual words and acts imply the idea that they are at liberty to treat their bodies as they please. Disorders entailed by disobedience to nature's dictates, they regard simply as grievances, not as the effects of a conduct more or less flagitious. Though the evil consequences inflicted on their dependents, and on future generations, are often as great as those caused by crime, yet they do not think themselves in any degree criminal. It is true, that, in the case of drunkenness, the viciousness of a purely bodily transgression is recognized ; but none appear to infer that, if this bodily transgression is

* The former of these may be had of Dr. Dio Lewis, Boston, Mass., for \$1,—the latter of Messrs. Harper, New York, for fifty cents. They are both valuable.

vicious, so, too, is every bodily transgression. The fact is, that all breaches of the laws of health are *physical sins*. When this is generally seen, then, and not till then, will the physical training of the young receive all the attention it deserves.

Nature is a strict accountant; and if you demand of her in one direction more than she is prepared to lay out, she balances the account by making a deduction elsewhere. If you insist on premature or undue growth of any one part, she will, with more or less protest, concede the point; but that she may do your extra work, she must leave some of her more important work undone.

In primitive times, when aggression and defense were the leading social activities, bodily vigor, with its accompanying courage, were the great desiderata; and then education was almost wholly physical: mental education was little cared for, and, indeed, was often treated with contempt. But now that muscular power is of use for little else than manual labor, while social success of nearly every kind depends very much on mental power, our education has become almost exclusively mental. Instead of respecting the body and ignoring the mind, we now respect the mind and ignore the body. Both these attitudes are wrong. We do not yet sufficiently realize the truth, that as, in this life of ours, the physical underlies the mental, the mental must not be developed at the expense of the physical. The ancient and modern conceptions must be combined.

A FEW WORDS TO YOUNG TEACHERS.

Don't attempt to teach too many branches.—It is a very common error with teachers, and especially with novices in the work, to undertake to teach too many branches. There is quite a temptation to this in the fact that both parents and pupils are pleased thereby. Two or three studies, at one time, in addition to reading, spelling, &c., will be found sufficient. Reading, spelling and writing should be well taught in all our schools, and they should not be made subordinate to any other studies. Next to these, arithmetic, grammar and geography should be deemed most essential, and they should not give place to any of the *ologies* and *osophies* now

so numerous. If there is any discredit in not being familiar with the sciences, there is far more in not being skilled in reading and spelling.

Don't try to teach too much.—Remember that your great duty is not so much to talk, explain, dilute and simplify, as it is to teach the pupil how to learn. You can not learn for him nor can you recite for him,—but you can teach him how to learn and how to recite his lessons. This may require skill and judgment on your part, but your success and usefulness as a teacher require their exercise. We have listened to recitations at which nearly all the talking was done by the teacher, and that with very little benefit to the pupils.

Don't be impatient.—There is great danger of a teacher's becoming impatient. He finds it necessary often to repeat his directions and explanations. His pupils do not seem to heed or remember his instructions. It will do no good to manifest impatience and it usually only aggravates the difficulty. What seems to be negligence or inattention on the part of a pupil, may be the result of natural dullness or of the power of early association and habits. In such cases "patience should have her perfect work." But if a pupil is culpably inattentive and heedless, let him be properly disciplined, but let it be done in a spirit of kindness and not under the impulsive movings of impatience.

Don't allow yourself to be fretful.—If you regard the preceding admonition it will hardly be necessary to give you this. Fretfulness is often the result or accompaniment of impatience. A fretful or peevish teacher will be sure to have an unpleasant school. His spirit will infuse itself into the whole atmosphere of the school room and manifest itself in the actions of the pupils,—causing a fretful, snarling, uncomfortable school. Kind and pleasant tones, accompanied by a firm, gentle and dignified bearing, always exert a happy, refining and controlling influence. Therefore, teacher, if you would have a patient, happy, orderly and attentive school, be yourself a pattern of what you would have your school be.

HINTS ON READING.

GENERAL DIRECTIONS FOR ALL THE GRADES.

Reading.—Teachers should adhere rigidly to the rule, that no reading lesson is to be left till the pupils understand the meaning of every word contained in it, and are able to express that meaning in their own language. When definitions are given by the author, in connection with the lesson, the pupils should be required to give other definitions of their own, or modify those of the author, so as to satisfy the teacher that the real meaning is comprehended. It is highly important that pupils should not only understand the meaning of words when taken by themselves, but that they should also understand their meaning and use in connection with other words. For this purpose, they should often be required, after giving the definition of a word, to embody it in a short sentence. Even this exercise falls short of the highest end of intellectual reading. Pupils should often be called on to explain the import of phrases, and sentences, and even of whole paragraphs.* Explanations and illustrations should also be added by the teacher; but let it ever be borne in mind, that an explanation drawn from the scholar is of far more value to him than the same explanation furnished by others.

While examples are constantly occurring in which pupils do not read "with the understanding," there is also an opposite fault that is equally to be shunned. Some teachers seem to suppose that the principal object of a school exercise in reading, is to understand the meaning of the piece read. This is a mistake. The principal object is to read the piece so as to *express* that meaning. The sense of the piece must be studied then, not in this case as an *end*, but

* "From the moment that a child knows the powers of the letters, and readily associates with the written form the pronunciation which it represents, his attention should be directed to the ideas. His progress in the art of reading should be regulated by his intellectual progress. The power of reading different words should not anticipate his power of understanding them. The habit, early acquired, of associating the ideas with their written signs, will secure his acquisition of the art of reading, and make it a delightful occupation."—*Marcel*.

as a *means* to enable the pupil to execute the reading successfully. This being the case, it is obviously a great fault to spend half or three-fourths of the hour allotted to a reading lesson, in discussing the meaning of words and the general sense of the passages read.

While a class is engaged in reading, it should receive the undivided attention of the teacher. If the teacher is necessarily called away, by all means suspend the exercise. It is far better to omit a lesson altogether, than to leave the pupils to read by themselves.

The voice of the teacher should be frequently heard in every reading exercise, as an example for the scholars to imitate. It is by imitation that children learn to talk, and their skill and accuracy in reading will depend mainly upon the character of the models which are brought before them. A child may make a dozen trials in reading a sentence, and not only fail every time, but read it worse and worse, if he does not hear it read correctly by the teacher or by some member of the class.

The use of capitals and italics, marks of punctuation, quotation points, and all other marks employed in the reading lessons, should be learned as fast as examples present themselves.

Teachers should be particularly on their guard against adopting unsatisfactory modes of teaching this important branch, and allowing them to be confirmed into habit. In conducting classes over the same ground from term to term, and from year to year, some teachers lose their interest in the exercise, and fall unconsciously below their own previous standard. A good method must be secured by effort and retained by effort. Effort relaxed always leads to retrogression.—*W. H. Wells.*

“GOING TO SCHOOL MADE EASY.”

Before reading in the last number of the “*Common School Journal*,” the article entitled “Hints for the Times,” we had supposed that our good old state,—so famous in story and

song as the land of "notions," inventions and progress in education; so highly honored in her educators, her colleges, normal school, and educational journals;—contained no fossil teachers; but that supposition, it now appears, must have been a delusion.

While making general observations as to the character and qualifications of our teachers, from mingling with them at the State Conventions, and from more intimate personal acquaintance with them, at Institutes in several counties, we do not remember to have met a single teacher who was so foggyish as to sigh over the departure of the times when the school-boy went

———"Creeping, like snail,
Unwillingly to school."

Nor one who entertained a dread of an "undermining of faith" from leading children to observe God's wisdom and handiwork in the wonderful creations of noble quadrupeds for man's comfort, of sweet singing birds, beautiful flowers, useful grains and delicious fruits, the "grand, old forest trees," and even of "shells, worms, bugs, weeds and pebbles."

We conclude that the "teacher," (?), from whose pen came the article above referred to, must be some relic of a former period, who does not believe in Normal Schools, Teachers' Institutes, nor Educational Conventions, and accordingly avoids them, consequently does not *understand* what is really transpiring in the educational world. As might be expected, when a glimmering of some new method of mental discipline, or "gymnastics for the mind," finds its way into his burrow, he discovers that it differs in manner from the "brain beating," "weariness to the flesh," and trial of study which was common in his school-boy days, causing the pupils to look forward with so much desire for the "relaxation of the tri-weekly half holidays;" and differing also so materially from his own school-room practices, where he perpetuates the "tasks" of former days, when

"The scholar's course was toilsome,
rough and slow,"

and, accordingly he pronounces the new method "something worse than nothing," because it "makes the school room pleasant."

Having heard that some of our Professors have had the courage to open the door of the Physical Sciences to children, in what it hath pleased this venerator of the days of school "tasks" to sneeringly style "Learning-made-easy books;" he now fears that "going to school" shall be made too easy, through some process of education that may make the school room a place of amusement.

Object Lessons, to this idolizer of "old ways," is a new innovation in our schools, more to be deprecated than any of the other "improvements." No better evidence of his having kept himself within his burrow is needed than the ignorance which he displays of the design and manner of giving an object lesson. He evidently supposes it to be a process of pouring information into the child's mind in such a manner as to relieve it of all necessity of thinking. A more false notion could hardly have been conceived.

In the first place, Object Lessons, as we have seen them given by those who understand the system, are intended for an entirely different purpose;—that of leading the pupils to form habits of acquiring knowledge through the most active exercise of their minds, aided, as far as practicable, by the use of the hands. The process is *very far* from one that allows the pupils to pass through school without active thought. Any person who asserts that Object Lessons, when properly conducted, do not cause more real thinking on the part of the pupils, than is attained by the "toil of study," where books are made the source of all knowledge that is imparted in school, says that which experience proves to be false.

Only a few days since we were told an incident which has a bearing upon this point. A distinguished professor of mathematics, in one of our best colleges, had trained a class which graduated with high honors in that department. He believed them to be *thorough* mathematicians, in the fullest sense of the term, and well qualified to take any position in

life in which the ability to apply the principles of mathematics constituted a leading qualification.

Within a few months afterward, about a dozen of this class were called upon to make use of their mathematical knowledge, under circumstances in which they must rely upon their ability to apply principles, instead of upon their memory of rules, definitions and formulas of the book. Of the result of this test of their practical knowledge and powers of thought, this professor said, "To my utter astonishment, every one of them failed,—*they did not understand mathematics.*"

Upon subsequent investigation, it was ascertained that these diligent students, who had made the book an object of "hard, earnest and persevering study," had not learned to *think*, in the true sense. They believed that they thought *hard*, and so did the professor, but their thinking consisted chiefly of the words and problems of the book, and in efforts to *remember* these. The young man who stood second in this class said that he never *comprehended* the subject, that he relied entirely upon his memory of rules, definitions, and the formulas, for his success.

Here, we believe, is the vital error in most of our schools. Too little is done to excite *thought* outside of and independent of the text-book; consequently the education which is acquired in the school-room consists chiefly in the memory of words, instead of an *understanding* of principles.

Now the aim of Object Lessons is to fix in the minds of children habits of thinking, of that real, practical thinking which comes from examining whatever falls within the observation of their senses. These habits lead to, and contribute more toward, securing real, practical thinking, and thorough mental discipline, than the severest study of books alone can give.

But let us look at one more objection which is urged against Object Lessons.—"The error is, that they make what is mostly an agreeable amusement, take the place of study and labor."

Since God has so constituted the mind that *the acquisition*

of knowledge is a pleasure; and since the child, when allowed to exercise its faculties as nature intended that they should be employed, really learns more, even under all the disadvantages of infancy and childhood, from one to six years of age, than it does during the next ten years, when the bungling teacher is trying to make him think by studying books; and since the knowledge of the names, uses and qualities of a thousand objects, and the learning of a difficult language, have all been acquired through processes which afforded pleasure, this objection to the amusement feature of Object Lessons becomes an objection against the laws of mind, and against God's wisdom.

It has occurred to us that some of the readers of the *Journal* may have had their curiosity awakened by "Hints for the Times," and that they might like to visit the school "kept" by this "good teacher." Unfortunately he omitted to inform us where he makes "the school-room a place of work, and of diligent application to the *set task*." However, he has set the example of describing that which he has never witnessed, and we will venture a description of the plans of teaching in his school, confident that we can not make a greater failure than he has. Let us commence with his process of teaching the "child to labor earnestly and perseveringly."

John, a boy of five years of age, comes to school to learn to read. He does not know a single letter. Now "going to school must not be made easy," so John is placed on a hard, backless bench, a book is put into his hands, and he is commanded to learn his A, B, C's. He don't know how to begin to learn them, but he is left to "work long and severe" over the meaningless characters, that he may experience the "rich triumph of the recitation." The time which the teacher anticipated would be one of joy to the pupil, at length arrives. John proceeds to "recite." Each letter is pointed out in turn by the master, with "What's that?" Lo, John has not found out what to call a single one by all his hard labor. The "rich triumph" is supplanted by sad disappointment; and John returns to make more "faithful

and diligent labor." With sorrowful countenance he looks about the room, and, observing other children moving their lips while looking on their books, he tries to do the same, hoping by this process to master the "set task."

Again he goes to the recitation, half hoping for a triumph, but once more he is compelled to return discomfited, for no one has taught him how to learn from books. He must continue to labor in the same manner, for "nothing but hard work is education."

Who would blame John for sometimes playing by the roadside, chasing butterflies, catching grasshoppers, and looking on the thistles for white-faced bumble-bees?"

Rebecca goes to the master to recite her geography lesson. With a vacant look, indicating that she is trying to remember how the words appeared on the page, she says, "Mankind are divided into four classes, namely—the savage, half-civilized, the civilized, and the enlightened."

The master shakes his head, and returns the book, informing her that she "left out the word *usually* in the first line, and put in a *the* in the last line;" also, that she "must study her lesson over again."

Elijah is asked to parse *is* in the sentence, "Whatever is, is right." He proceeds, carefully giving the definitions and rules verbatim. "*Is* is a verb, because it signifies to be, to do, or to suffer. It is an irregular, neuter verb, indicative mood, present tense, third person singular, because its nominative is,—Rule 4, Verbs must agree, &c."

David finds a difficult question in arithmetic,—he can not get the answer in the book. On going to the master for assistance, he is asked, "What does the rule say? *Study that*, then work out your sum."

But these sketches are sufficient to give an idea of the "system" pursued in one of those hard-studying, word-memorizing, non-comprehending, thought-deadening schools, which exclude every thing in subject and method which tends to make "learning easy," or "going to school pleasant."

SELF-RELIANCE.

THE two great objects of intellectual education, are mental discipline and the acquisition of knowledge. The highest and most important of these objects is mental discipline, or the power of using the mind to the best advantage. The price of this discipline is effort. No man ever yet made intellectual progress without intellectual labor. It is this alone that can strengthen and invigorate the noble faculties with which we are endowed.

However much we may regret that we do not live a century later, because we can not have the benefit of the improvements that are to be made during the next hundred years, of one thing we may rest assured, that intellectual eminence will be attained during the 20th century just as it is in the 19th, by the *labor of the brain*. We are not to look for any new discovery or invention that shall supersede the necessity of mental toil; we are not to desire it. If we had but to supplicate some kind genius, and he would at once endow us with all the knowledge in the universe, the gift would prove a curse to us and not a blessing. We must have the discipline of *acquiring* knowledge, and in the manner established by the Author of our being. Without this discipline our intellectual stores would be worse than useless.

The general law of intellectual growth is manifestly this;—whatever may be the mental power which we at any time possess, it requires a repetition of mental efforts, equal in degree to those which we have put forth before, to prevent actual deterioration. Every considerable step of advance from this point must be by a new and still higher intellectual performance.

There are many impediments in the path of the student, which it is desirable to remove; but he who attempts to remove all difficulties, or as many of them as possible, wars against the highest law of intellectual development. There can not be a more fatal mistake in education, than that of a teacher who adopts the sentiment, that his duty requires him to render the daily tasks of his pupils as easy as possible.

There is, perhaps, no error in our schools at the present time more deeply seated or more widely extended than the ruinous practice of aiding pupils in doing work which it is all-important they should do for themselves. Our progress in the art of cultivating habits of earnest, independent thought, has not kept pace with our improvements in other departments of education. Familiar explanations, and illustrations, and simplifications, and dilutions, too often spare the pupil the labor of thinking for himself, and thus dwarf the intellect, and defeat the highest object for which our schools are established.

To secure from a pupil the solution of a difficult problem will often cost time which the teacher can ill afford; it may often cost more effort to secure a solution from the pupil, than it costs the pupil to do the work. The pupil has tried the problem, and satisfied himself that he is not able to solve it; the teacher may be satisfied that the pupil can perform it, but if he can not make the pupil think so too, it will be difficult to bring his best energies to bear upon it; and even after the pupil is persuaded that he is able to accomplish the task, it may still be necessary for the teacher to adopt special measures to set the pupil's mind at work. The pupil may have the ability to solve the problem; he may believe that he has this ability; and he may have a willing mind; and after all, fail entirely of doing it. And this brings to view what must be regarded as the highest gift of the teacher: namely, the ability to teach his pupils how to think and act, without doing their thinking and acting for them.

When a pupil has failed to overcome an obstacle, his mind may often be quickened to action by requesting him to explain the steps he has taken. "Great thoughts," says Dr. Channing, "are never fully possessed till he who has conceived them has given them fit utterance." So with a pupil attempting to surmount a difficulty; the very effort required to express a thought in language often aids materially in grasping the thought itself.

A scholar had become discouraged over a difficult question. He had gone through the solution again and again,

but could not obtain the answer sought. The teacher availed himself of a favorable opportunity, and requested the pupil to go through the work slowly and carefully in his presence. As the pupil proceeded the teacher required him to explain each step of the process; and when he reached the point where his previous error occurred, as the teacher asked him to give his reason, the pupil's eye flashed with delight and he exclaimed, "I see my mistake!" Without further assistance he soon reached a correct result. The teacher had not furnished the slightest hint in respect to the solution of the problem. He had only taken measures which brought the pupil's own strength to bear upon it.

There are, however, peculiar cases which no such method will reach. The pupil may be required to repeat his solution a hundred times, in the presence of the teacher or alone, with reasons or without, and all to no purpose. The result, if he reaches one, is sure to be wrong. It is not time, even now, for the teacher to give over in despair. Let him ask the pupil such questions as will call to mind the principles which he has occasion to apply, and, in a majority of cases, the pupil will need no further aid.

The same end may usually be gained by giving the pupil an example involving the difficulty over which he has stumbled, but less complicated in other respects; or by giving him several examples, leading gradually to the main obstacle to be overcome. I believe the cases are exceedingly rare in which minds properly disciplined would ever be benefited by direct assistance, in an ordinary course of mathematical study. But if it be thought best, in extreme cases, to afford this assistance, let the pupil, by all means, be required to *repeat the process*, after the teacher's work has been entirely erased; and thus derive, at least, the benefit of *reproducing*, though he has not the power to *originate*.

The teacher will find it a highly useful exercise to give his pupils an occasional *model of thinking*. Let him take a problem to the blackboard, and *think aloud* as he proceeds with the solution; so that the pupils may witness the action of the teacher's mind, and observe the questions he asks him-

self, and the various associations and comparisons that arise as he advances from step to step in the process.

I am aware that in many schools the teachers can not dwell upon particular points with the same degree of thoroughness that I have recommended; but this does not affect the importance of the principle, which should be applied whenever the circumstances permit.

In most of our schools pupils indulge, to a greater or less extent, in the practice of assisting one another in the solution of difficult questions. I need not say that we should labor most assiduously to eradicate this injurious practice. Pupils should be taught to regard it as dishonorable, either to assist others or to receive assistance, except under the special cognizance and direction of the teacher.

Permit me, in this connection, to allude to one of the *helps* kindly furnished by a large class of publishers and authors, for the special benefit of teachers; but which many pupils have thought to be quite as well suited to their wants as to the wants of instructors. I refer to printed *keys*, containing solutions of all the more difficult problems in arithmetic and other branches of mathematics.

There are undoubtedly cases in which the *time* of the teacher is so limited that it is necessary for him to resort to the use of the key; but with pupils their effect is always injurious, sapping the very foundation of everything adapted to promote manly, independent thought. Even with teachers who are compelled to resort to the use of keys for the purpose of saving time, it must be confessed that the *tendency* of the practice is to render instruction superficial. The very best that can be said of them is that they are *necessary evils*.*

The practice of introducing young children to the study of English grammar as a science, and assigning them daily lessons to be prepared from a text-book, is exceedingly injurious in its influence upon their mental habits. A thorough

*I refer, in these remarks, to keys that contain the solution of difficult questions, and not to those which contain only the answers of the problems. No such evils could arise from the use of keys containing answers only.

and intelligent analysis of the structure of language is beyond the capacity of children eight or nine years of age.

Instruction in the use of language should be commenced as soon as children enter school, and all the primary classes should have frequent oral and written exercises in cultivating this important art; but the practice of requiring pupils under ten years of age to prepare set lessons from a grammatical text-book, often accomplishes little more than to form and strengthen the habit of studying without thinking.

Few of us have any just conception of the latent energies of our own minds. It was eloquently said by Prof. B. B. Edwards, that "Genius lies buried on our mountains and in our valleys;" and he might with equal truth have added, that genius lies buried in our schools and colleges.

A successful teacher, of many years' experience, was accustomed to say to his pupils that he did not believe their average intellectual progress was ever half so great as they were capable of making. But it would be absurd to suppose that pupils do not generally devote half so much time to study as their duty requires. Most of the pupils in our higher seminaries study too many hours in a day already. The loss is in the *manner* of studying. The mind is not perfectly abstracted from every thing except the subject in hand. The mental energies are not all aroused and concentrated on a single point.

A young man was employed, some years ago, as an assistant teacher in a flourishing New England academy. Among the classes which he was called to instruct was one composed mostly of older pupils, in Day's Algebra. He had been over the greater part of this text-book before, but there were two or three problems which he had never been able to solve. There was one in particular on which he had already tried his strength a number of times without success. His class was now rapidly approaching this portion of the book, and he must be prepared for any emergency. He accordingly set himself at work, and devoted several hours to the unsolved problem; but still the desired result was as far from his grasp as ever.

Mortifying as the alternative was, he decided at length to go to one of the teachers of the school, and ask for assistance. The teacher kindly engaged to examine the question, but remarked that it was some time since he had been over this portion of the work, and he really was not quite sure that the method of solving it would readily occur to him. The class had now reached the section in which his difficulty occurred, and there was no time to be lost. After waiting one or two days, the problem was returned to him without a solution. What could be done? To go before his class and acknowledge that he was unable to master it, would be to lose caste at once. The necessity of the case suggested one more expedient. He had a friend, in an adjoining city, who was quite distinguished as a teacher of mathematics. To the house of his friend he now directed his course with as little delay as possible, but on arriving he learned that his friend had left the city and would not return for several days.

His last hope had fled, and his heart sunk within him. With a burden of chagrin and mortification that was almost insupportable, he commenced retracing his steps. "What," thought he to himself, "am I doing? Why am I here?" And his steps gradually quickened, as the excitement of his mind increased. He walked a few moments in silence; but his emotions soon found audible utterance. "I *can* solve the problem," he said, with emphatic gesture, "and I *will* solve it!" He went to his room, seated himself at his table, and did not rise till the task was accomplished.

This single triumph was worth more to him than a year of ordinary tuition, and the pleasure it afforded seemed to him like the concentration of a life of bliss. The solution was written out in full, and at the end of it there still stands a memorandum of the date and the hour of the night when the desired answer was obtained.

If we examine the intellectual efforts of our pupils, we shall probably find that nine-tenths of them fall below the maximum of their own previous efforts, and can not therefore be taken into the account in estimating their intellectual progress.

Two pupils of equal abilities have the same lesson to prepare for recitation. One accomplishes the task by putting forth twenty distinct mental efforts. Eighteen of these cost him no greater energy or activity of mind than he has often brought into exercise before. The other two relate to difficulties which can not be overcome without efforts one degree *higher* than any that he has previously made. But the appearance of new difficulties only stimulates his mind to action, and the task is accomplished.

The other pupil puts forth the eighteen efforts that come within the range of his previous attainments, and leaves the two difficulties which would cost a *new* effort, to be explained at the recitation. To a superficial observer, these two pupils may seem to progress in the ratio of 20 to 18; but the true philosopher will tell us that their progress, so far as intellectual growth is concerned, is in the ratio of 2 to 0.

It is our misfortune that we have no means of measuring and recording from day to day the successive steps of mental growth. Heat and cold, the lapse of time, the speed of lightning, are made tangible, and measured with ease and exactness. We can even form a tolerably correct estimate of the amount of knowledge acquired in a single day or hour. But our estimates of progress in intellectual strength are exceedingly uncertain and often fallacious. It is to be feared that we often give our pupils credit for having passed a very profitable day in school, when they have actually deteriorated in mental power. We are in danger of forgetting that they may add to their stores of *knowledge*, without increasing their intellectual *strength*.

Let me here suggest the importance of having lessons recited by *pupils*, and not by *teachers*. Many teachers fall into the habit of supplying all the *ellipses* made by their pupils during recitation. A pupil rises in his place with an air of assurance, and proceeds with a full voice till he meets with some trifling difficulty, when the teacher supplies the desired word or hint, and the pupil proceeds as before, till another difficulty arises, and the teacher again comes to his aid.

In this way a very fair recitation is made out ; and neither teacher nor pupil appears to know that if the pupil had been left to stand independent and alone, he would have made almost an entire failure.

The practice of asking questions that suggest, directly or indirectly, the desired answer, has been exposed and condemned again and again in educational conventions and educational journals, but it has not yet been banished from the school-room. Many teachers who are careful to avoid *leading questions*, still ask altogether too many questions. Instead of giving the pupil a general topic, and expecting him to exhaust it, they kindly throw in a number of *additional* questions, to draw out the particulars which the pupil ought to associate with the main thought, and present in full, without this aid. Younger pupils require more questions than those more advanced ; but even younger pupils should be allowed to carry some portion of a recitation without assistance.—*W. H. Wells.*

POLITENESS.—It is a graceful habit for children to say to each other, "Will you have the goodness?" and "I thank you." We do not like to see prim, artificial children ; there are few things we dislike so much as a miniature beau or belle. But the habit of good manners by no means implies affectation or restraint. It is quite as easy to say, "Please give me a piece of pie," as to say, "I want a piece of pie." The idea that constant politeness would render social life too stiff and restrained, springs from a false estimate of politeness. True politeness is perfect ease and freedom. It simply consists in treating others just as you would like to be treated yourself. A person who acts from this principle will always be said to have "sweet, pretty ways with her." It is of some consequence that your daughter should know how to enter and leave a room gracefully ; but it is of prodigiously more consequence that she should be in the habit of avoiding whatever is disgusting or offensive to others, and of always preferring their pleasures to her own.—*Home Journal.*

THE POWER OF ONE GOOD BOY.—“When I took the school,” said a gentleman, speaking of a certain school he once taught, “I soon saw there was one good boy in it. I saw it in his face. I saw it by many unmistakable marks. If I stepped out and came suddenly back, that boy was always studying, just as if I had been there, while a general buzz and the roguish looks of the rest showed there was mischief in the wind. I learned he was a religious boy and a member of the church. Come what would, he would be for the right.

“There were two other boys who wanted to behave well, but were sometimes led astray. These two began to look up to Alfred, and I saw, were much strengthened by his example. Alfred was as lovely in disposition, as firm in principle. These three boys began now to create a sort of public opinion on the side of good order, and the master. One boy and then gradually another sided with them. The foolish pranks of idle and wicked boys began to lose their popularity. They did not win the laugh which they used to. A general obedience and attention to study prevailed.

At last, the public opinion of the school was fairly revolutionized; from being a school of ill-name, it became one of the best-behaved schools any where about, and it was that boy Alfred who had the largest share in making the change. Only four or five boys held out, and these were finally expelled. Yes,” said the teacher, “it is in the power of *one* right-minded, right-hearted boy to do *that*. He stuck to his principles like a man, and they stuck to him, and made a strong and splendid fellow of him.”

MY MOTHER.—I am now so far advanced in life that my friends begin to call me old. But I have not lived long enough to learn why I should not still respect my mother, and regard her affectionately. She is quite advanced in years, and has nearly lost her sight. She sits within a few feet of me, sewing up a rent in my linen coat while I write this. She knows not what I am writing. She has been a widow eight years, and is still toiling for the welfare of her

children. She has never studied grammar, nor philosophy, nor music. These things were seldom taught in her young days; but she knows their value, and has toiled many a hard day to purchase books for children, and support them at school. And shall I now curl the lip in scorn, or blush in company, to hear her substitute a verb of unity for one of plurality, or pronounce a word twenty years behind the Websterian era? Never—no, never! The old dilapidated grammar in my library might testify against her style; but its testimony would be infinitely more terrible against my ingratitude. I recollect well when she rode seven miles, one cold winter's day, to sell produce and purchase that book for me, when I was a little boy. It required a sacrifice, but "mother made it."—*Home Journal*.

THE SCHOOLMASTER ABROAD.

It is already obvious that our schools for the coming winter will be seriously affected by the war. A large number of our best male teachers have enlisted in the army. The "schoolmaster is abroad." He may be found as far south as the gulf of Mexico. He is extending his visits to every state which can be approached by civilized man. He is even pushing his way further south than has been his wont. With gun in hand he has gone not to "teach the young idea how to shoot," but to shoot the old ideas themselves, and thus prepare the way for the juveniles to receive right training so that they may be led to shoot in the right direction. Yes, the schoolmaster is indeed abroad. Duly examined and approbated he has gone on his mission and a glorious one it is. But we may rejoice that he has not left us, educationally, entirely destitute. The "schoolma'am is at home,"—ready and qualified to do good service in our schools. While her best wishes, and sometimes even her *heart*, is abroad and on southern soil with the "master," she is prepared to devote her time, her talents and energies to the cultivation of the intellectual vineyards that he has left.

Many of our schools which have usually been taught by males, must for the present be placed under the charge of females. Nor do we believe that the results will be unsatisfactory. We have scores of competent and earnest young ladies, who will honorably and usefully and gladly occupy the master's chair, and we are sure they will well fill it—morally—intellectually—physically. Let them be cordially received and kindly treated. Let school visitors and parents take special pains to sustain these teachers and coöperate with them in every proper way and our schools will not suffer. We would earnestly bespeak for these teachers the kind consideration and friendly aid of the people in whose behalf they may labor. If these may be extended to them our sorrow that the schoolmaster has been called abroad will be greatly assuaged by the thought that the school-ma'am is efficiently endeavoring to keep the school-lamp neatly trimmed and brightly burning.

A LESSON IN ENGLISH WORDS.

A little girl was looking at the picture of a number of ships, when she exclaimed, "See what a *flock* of ships." We corrected her by saying that a flock of ships is called a *fleet*, and that a fleet of sheep is called a *flock*.

And here we may add, for the benefit of the foreigner who is mastering the intricacies of our language in respect to nouns of multitude, that a flock of girls is called a *bevy*, that a bevy of wolves is called a *pack*, and a pack of thieves is called a *gang*, and a gang of angels is called a *host*, and a host of porpoises is called a *shoal*, and a shoal of buffaloes is called a *herd*, and a herd of children is called a *troop*, and a troop of partridges is called a *covey*, and a covey of beauties is called a *galaxy*, and a galaxy of ruffians is called a *horde*, and a horde of rubbish is called a *heap*, and a heap of oxen is called a *drove*, and a drove of blackguards is called a *mob*, and a mob of whales is called a *school*, and a school of worshipers is called a *congregation*, and a congregation of engineers is called a *corps*, and a corps of robbers is called a *band*, and a band of locusts is called a *swarm*, and a swarm of people is called a *crowd*, and a crowd of gentlefolks is called the *élite*, and the élite of the city's thieves and rascals are called

the *roughs*, and the miscellaneous crowd of city folks is called the *community* or the *public*, according as they are spoken of by the religious *community* or secular *public*.—*Pitman's Phonographic Magazine*.

CHRONOLOGY OF THE WAR.

1862.

Gen. Burnside's fleet sailed from Annapolis,	Jan. 9,
Col. Garfield's defeat of Humphrey Marshall,	" 13,
Sec. Cameron retires from the Cabinet, (about)	" 13,
Battle of Mill Spring, and death of Zollicoffer,	" 20,
Expulsion of Mr. Bright of Indiana from Senate, (about)	" 25,
Capture of Fort Henry,	Feb. 6,
Capture of Roanoke Island,	" 8,
Capture of Fort Donelson,	" 16,
Nashville occupied, (about)	" 25,
Battle of Pea Ridge,	Mar. 6, 7, 8,
Destruction of the Cumberland and Congress by the Merrimac,	Mar. 8,
Manassas evacuated by the rebels,	" 9,
Capture of Newbern,	" 14,
Evacuation of New Madrid by the rebels, (about)	" 15,
Battle at Winchester,	" 23,
Battle at Shiloh or Pittsburg Landing,	Apr. 6, 7,
Surrender of Island No. 10 to Com. Foote,	" 7,
Surrender of Fort Pulaski,	" 11,
Com. Farragut runs past Forts Philip and Jackson,	" 23,
Our fleet before New Orleans,	" 25,
Evacuation of Yorktown,	May 3,
Battle of Williamsburg,	" 5,
Gen. Wool takes possession of Norfolk,	" 5,
Battle of West Point,	" 7,
Gen. Hunter's proclamation issued at Hilton Head,	" 9,
Naval battle near Fort Wright on the Mississippi,	" 10,
The Merrimac blown up,	" 11,
Robert Small runs the steamer Planter out of Charleston,	" 13,
The Monitor and Galena repulsed near Fort Darling on James River.	" 16,
Hunter's proclamation annulled by the President,	" 19,
Federal victory at Lewisburg, Western Virginia,	" 23,
Col. Kenley's 1st Maryland reg. routed at Front Royal,	" 24,
Gen. Banks retreats through Winchester,	" 25,
Evacuation of Corinth,	" 29,
Battle of Fair Oaks or Seven Pines,	May 31 and June 1,
Great naval victory before Memphis,	" 6,
Battle of Cross Keyes,	" 6,
Battle of Port Republic,	" 8,

Rebel raid at White House, rear McClellan's army.	June 13,
Reverse at James Island, near Charleston,	" 16,
Great battles in front of Richmond,	June 26-July 1,
President Lincoln calls for 300,000 volunteers,	" 1,
Congress adjourns,	" 10,
The rebels attack Murfreesboro',	" 13,
Gen. Pope takes command of the Army of Virginia,	" 14,
The rebel iron-clad gunboat Arkansas, succeeds in passing our fleet to Vicksburg.	" 16,
The President calls for 300,000 militia,	Aug. 4,
Battle at Cedar Mountain,	" 9,

To be Continued.

NORMAL SCHOOLS.

MR. EDITOR.—I have read with interest the articles of Rev. L. W. Hart, on "Our Normal Schools." There are however two or three errors in the last article which should be corrected. For instance, under "expense," New Jersey is reported as appropriating \$1,200 a year; it should be \$10,000. The present number of members in the New Jersey Normal School is given as 120, while the trustees of that school, in their report for the present year, say, that "the whole number of pupils under instruction at the Normal school the past year has been 90." In Connecticut, the present number of pupils is given as 80, while the Trustees in their last report give the whole number of different pupils for the year as 174. The smallest number connected with the Connecticut Normal School any term for two years has been 80, while the average attendance has been much greater.

Again, the whole number of members of the Connecticut Normal School is given as 1,744. There had been 1,970 connected with the school at the time when the last report was made in April. There are other omissions and mistakes which detract from this otherwise excellent article, but we believe the author will make the corrections at a proper time.

Yours, &c.,

C.

OFFICIAL DEPARTMENT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS,
New Britain, Sept. 15th, 1862.

By mistake, the following amendment to the school laws was omitted in the last number of the *Journal*:

CHAPTER IX.

An Act in alteration of "an Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened:

SEC. 1. That any school district in this state may allow their school-house to be used for a private school whenever the same is not used for a public school, by a vote of a majority of the legal voters present at any meeting of the district, legally called for that purpose, any law to the contrary notwithstanding.

SEC. 2. This act shall not affect any suit now pending.

Approved, June 24th, 1862.

Acting School Visitors are again reminded of the law which requires them "to make a full annual report of the condition of the common schools" of their respective towns, "and of all important facts concerning the same, to the Superintendent of Common Schools, on or before the first day of October."

An abstract of this report is required to be prepared to be read in town meeting, but the *full report* is to be forwarded to the Superintendent's office.

In addition to this report, the blank forms for school visitors' returns should be filled out and forwarded to this office before the first day of November next. These blanks were sent by mail, with a prepaid return envelope, to the acting school visitors in January last.

The school visitors are requested to make their reports as complete as possible, and to give full answers to all the inquiries on the blanks, if the facts necessary can be obtained.

School visitors and committees are cordially invited to attend the County Teachers' Institutes, notice of which is given in the *Common School Journal*.

I shall endeavor to be present at each Institute on Wednesday afternoon and evening, and as much more of the time as other duties will permit, and shall be glad to confer with school officers in regard to measures for the improvement of common schools.

DAVID N. CAMP,

Superintendent of Common Schools.

AMERICAN INSTITUTE OF INSTRUCTION.

THE thirty-third annual meeting of this efficient and useful association was held in the city of Hartford on the 20th, 21st, and 22d days of August.

Owing to the excited state of the country, the number in attendance was less than usual, and yet we may say the meeting was a large and interesting one.

The first session was held in the State House and was opened with prayer by the Rev. Mr. Washburn, after which his Excellency Gov. Buckingham made a brief address, cordially welcoming the Institute to the State, and assuring the members of his sincere interest in the objects of the meeting.

The annual address was made by A. P. Stone, Esq., the President of the Institute, and the remainder of the session was occupied by a discussion of "Methods of teaching Geography." Interesting and instructing remarks were made by Messrs. Boyden and Northrop, of Massachusetts, Allyn, of Pennsylvania, Bartlett, of New Britain, and others.

In the evening an eloquent and very able address was given by President Eliot, of Trinity College.

On the 21st the first exercise was a discussion—Subject, "How can the study of English Grammar and of the English Language be made more efficient and beneficial?" Messrs. Greene, of Rhode Island, Northrop, of Massachusetts, and others participated, and the discussion was spirited and practical.

After the discussion, Joshua Kendall, Esq., of the Rhode Island Normal School, gave a well written address on the history of education. This was, evidently, prepared with much care and will prove valuable in the published volume.

In the afternoon, William H. Russell, Esq., Principal of the Military Institute, New Haven, gave an able address in favor of military instruction in schools, and contending that it was indispensable to true discipline. The address was an interesting one, but the discussion which followed indicated that the views advanced did not meet the approval of the Institute, it being deemed impracticable if not impossible to provide for military drill in our schools.

In the evening a large audience assembled in the Universalist Church to listen to an address from the Rev. Merrill Richardson, of Worcester, Mass. Mr. R. was called to supply the place of Hon. Joseph White, who was unable to be present. His theme was "Education in its bearing upon Government." It was a plain, able

and interesting address, though some of its strong points did not find favor with all who listened to it.

The last day of the session was occupied by a discussion in the morning, followed by a lecture from Mr. Grandgent, of Boston. In the afternoon the Hon. David N. Camp gave an address, which was in all respects one of the very best of the course, and was listened to with evident interest and satisfaction.

We have not space to give a detailed account of the several lectures and discussions, and have only attempted to make brief allusion to the several exercises.

A resolution earnestly recommending Barnard's Journal of Education was unanimously passed, and we hope teachers and friends of education will manifest their appreciation of the work by doing what they can to promote its circulation.

As a whole, the meeting was a profitable one, fully sustaining the reputation of this venerable association.

MISCELLANY.

SCHOOL HARMONIUM. We would again call the attention of our readers to this instrument designed for the use of schools and churches. We consider it admirably adapted for these purposes. Dr. Lowell Mason, the eminent music teacher and author, says:—

“Mason & Hamlin's School-Harmoniums are the very thing needed for school purposes. Most valuable are they to train the ear to tone-relations and to pitch, and also to sustain the chorus of song. They are to music in school much as is a dictionary to language, or a map to Geography, or a blackboard to everything. Surely no school-room can be completely furnished without one.”

If any of our subscribers are in want of one of these instruments, we shall be happy to aid in procuring the same on favorable terms. We believe it will give satisfaction.

DELINQUENT SUBSCRIBERS. If our subscribers now in arrears can make it convenient to forward the amount due previous to Oct. 15th, they will confer a favor. The funds are needed and we wish to have the number of delinquents reduced as much as possible before the annual meeting of the State Association, as we may be called to give an account or list of those in arrears.

APOLOGY. We have once more been compelled to prepare a number of the Journal at a disadvantage. We had relied upon one of the associate editors for copy until it was time to go to press, and being disappointed we were obliged to prepare matter in much haste. Still we believe our readers will find some articles that will well pay for perusal.

HORACE WATERS. We would call the attention of our readers to the advertisement of this gentleman. He keeps a large and extensive assortment of musical instruments, music books and sheet music, which he offers to dispose of on reasonable terms.

STATE ASSOCIATION. The next annual meeting of our State Association will be held at Waterbury. The meeting will commence Thursday evening, October 30th and continue through the following day and evening. The particulars will be given in a circular which will be duly issued. The railroads, with the exception of the New York and New Haven, will grant free return tickets to those who may attend. Let us have a large meeting.

TEACHERS' INSTITUTES. Institutes, under the direction of the Superintendent of schools, will be held as below indicated. We hope teachers will endeavor to attend in their respective counties and that they will be in attendance from the commencement to the close. The regular exercises for the teachers will commence on Tuesday morning of the week named, though a lecture or address to the people will be given on the evening preceding:—

COUNTY.	PLACE.	TIME OF COMMENCING.
Litchfield County,	West Cornwall,	Oct. 21st.
Fairfield County,	Ridgefield,	Nov. 11th.
Tolland County,	Union,	Nov. 4th.
“	Staffordville,	Nov. 6th.

Those in West Cornwall and Ridgefield will be held four days each, and those in Union and Staffordville two days each.

BOOK NOTICES.

A PREPARATORY LATIN PROSE BOOK: Containing all the Latin Prose necessary for entering College, with references to Kuhner's and Andrews and Stoddard's Latin Grammars, notes, critical and explanatory, a Vocabulary, and a Geographical and Historical Index. By J. H. Hanson, A. M., Principal of the High School for Boys, Portland, Me. Fourth edition. 12mo. pp. 775. Price \$1.50. Boston: Crosby & Nichols.

This book is much needed. It seems to meet a real demand. Its advantages must be obvious. It gives in one well arranged volume what students have been obliged to find in two or three volumes. On the scores of economy and convenience, this book must meet with an extensive sale. The volume is a very attractive one, the enterprising publishers having well performed their part.

ÆSTHETICS, OR SCIENCE OF BEAUTY. By John Bascom, Professor in Williams College. 12mo. 256 pp. Boston: Crosby & Nichols.

This attractive volume contains sixteen lectures on the important subject of which it treats. They are written in a clear and pleasing style, and the book will be found an acceptable one for scholars.

ENGLISH ANALYSIS; containing forms for the complete analysis of English compositions, together with selections for analysis from the best English authors. Designed to accompany the study of English Grammar in High and Grammar Schools. By Edward P. Bates, A. M. 12mo. Price 40 cents. Boston: Crosby & Nichols. We have examined this little book with much interest. It will prove a very useful book, and young teachers especially will find in it many hints which will prove truly valuable.

THE SCHOLAR'S DIARY: Designed for the use of the higher classes in schools.

By Emory F. Strong, Principal of the Public High School, Bridgeport, Ct.

This little book contains 16 pages of printed matter, followed by 64 pages of blank paper. The printed pages contain a form of a diary, giving a specimen entry for each day in a week; Rules and Maxims for pupils; a list of subjects for Composition; Rules for use of Capitals and Punctuation. Though a small book, if it should be used according to the suggestions of the author, it would prove an exceedingly useful work, and would be instrumental in forming habits of thought and observation which would exert a favorable influence on the subsequent life of the pupil. Try it.

NEW UNIVERSITY ALGEBRA: A theoretical and practical treatise containing many new and original methods and applications. For Colleges and High Schools. By Horatio Robinson, LL. D. New York: Ivison, Phinney & Co.

The reputation of Robinson's Mathematical works is too well established to need any word of commendation from us. This book is one of the best of his series, and we confidently commend it to any in want of a higher Algebra. We believe it will prove satisfactory.

ELEMENTS OF ALGEBRA, containing Higher Arithmetic. By Jos. H. Palmer, A. M., Teacher of Mathematics in the New York Free Academy. 8vo. 272 pp. New York: Charles Scribner.

This work is in two parts, one containing only the elementary course, and the other both the elementary and more advanced, together with a "Table containing the Logarithms of numbers from 1 to 10,000." These works are well printed and present an attractive appearance. From the examination we have been able to give them we feel that they are worthy of patronage. (See advt.)

FIRST PRINCIPLES OF ETHICS; Designed as a basis for instruction in Ethical Science in Schools and Colleges. By J. T. Champlin, of Waterville College. 12mo. 204 pp. Boston: Crosby & Nichols.

President Champlin has done a good service in the preparation of this volume. It should be in the library of every student.

THE GRADED SCHOOL. A graded course of instruction for public schools; with copious practical directions to teachers, and observations on Primary Schools, School Discipline, School Records, &c. By W. H. Wells, A. M., Superintendent of Public Schools in Chicago. 12mo. 200 pp. New York: A. S. Barnes & Burr.

We thank friend Wells for preparing this volume, and thousands will thank him if they will procure the work and read it. It contains a vast amount of information which teachers and friends of education need. We give two extracts in our present number. We hope the length of the article on Self-reliance will not deter any from its perusal. It contains words of wisdom.

A notice of Camp's Geography, the new University Algebra and other books is necessarily deferred till our next issue.

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